

FOR 3202: Society and Natural Resources
School of Forest Resources and Conservation

Spring, 2013

Co-Instructors: Martha Monroe mcmmonroe@ufl.edu NZ 347
Office Hours: Wednesdays 9:00 – 11:00 and by appointment

Taylor Stein tstein@ufl.edu NZ 345
Office Hours: Mondays 1:00 – 2:00 and by appointment

TAs:

Angela Colonna angela30@ufl.edu
Jessica Sutt jsutt@ufl.edu
Christine (Jie) Li lixx1233@ufl.edu
Danielle Puls danipuls@ufl.edu

Meeting Time: **Lectures:** Tuesday and Thursday 7 Period (1:55 – 2:45), Bartram 211
 Discussions: Students attend one discussion section each week:
 Tuesday 8 Period (3:00 – 3:50), MAEB 0234
 Wednesday 6 Period (12:50 – 1:40), MAEB 0234,
 Wednesday 7 Period (1:55 – 2:45), McCarty B 3124

Online Version: Listen to lectures by xx; post discussion comments by xx

Description:

Local-to-global and individual-to-institutional perspectives on natural resource values, sustainability, diversity, and social change with consideration of potential paths for working within complex human and natural resource systems.

Course Overview:

Society and social systems play a critical role in natural resource planning and management. Public resources are managed under policies that are established by decision makers on behalf of the public. Private resources are managed to maximize landowner objectives, and these often reflect social constraints, such as market influences, neighbor tolerance, and public policies.

This course is a **Social and Behavioral Sciences** general education course and provides a foundation for understanding how society influences the management of natural resources. We use case studies from Florida, Alaska, India, and Guatemala to explore the course's fundamental concepts. The assignments in each case will help you practice communication skills that should help you address natural resource conflicts, work with citizens and staff, and access mass media.

The world is on the cusp of considerable change. Making good decisions in the context of the coming opportunities will require that we have the ability to consider different perspectives and needs, rights and responsibilities, economic development and livelihoods, community and personal well-being, and ecosystem continuity. This course will help give you some perspectives and skills for approaching these elements of sustainability.

Fundamental Concepts:

- **Conflict and Collaboration:** Organizations, agencies, businesses, and individuals may have competing interests over natural resources. Collaboration among willing parties is a way to work through conflict, as well as develop innovative management strategies that one party could not do alone.
- **Communication and Social Change:** Increasing awareness, building understanding, supporting attitudes, and encouraging change often depends on effective communication strategies.
- **Sustainability:** The future depends on our ability to make decisions that are socially just, economically viable, and environmentally sustainable.

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Know key themes, principles, and terminology related to society and natural resources.
 - a. Be able to correctly use terms, such as sustainability, systems thinking, collaboration, conflict management, governance, and land tenure to analyze natural resource issues.
2. Know theory and methodologies related to society and natural resources.
 - a. Describe how collaboration creates more acceptable decisions.
 - b. Explain how individuals and communities change norms and behaviors.
 - c. Describe major theories related to human behavior and sustainability such as Theory of Planned Behavior, Diffusion of Innovation, social marketing, values, and attitudes.
3. Identify, describe and explain social institutions, structures, and processes that guide natural resource decision-making.
 - a. Differentiate and describe the major natural resource agencies, organizations and decision-makers in the U.S.
 - b. Discuss and explain the issues and opportunities for natural resource management outside the U.S.
 - c. Describe current multilateral environmental agreements, agencies, and organizations that support efforts toward sustainability.
 - d. Explain how to effectively use news media to inform and persuade the public.
4. Analyze the processes of how individuals make personal and group decisions related to the management and use of natural resources.
 - a. Use systems thinking to understand natural resource conflicts, situations, and opportunities.
 - b. Evaluate stakeholder perspectives in the context of natural resource conflicts.
5. Assess and analyze ethical perspectives in individual and societal decisions related to the management and use of natural resources.
 - a. Explain the ethical principles related to sustainability and apply them to class cases.
6. Communicate knowledge, thoughts, and reasoning clearly and effectively.
 - a. Recognize and effectively use outreach tools that can help change behaviors.

Texts and Materials:

The Course Reading Packet is required. It is available at Target Copy on University Ave.

Course Grading

Assignments/Exercises	Points
Class Participation	25
4 Assignments	50
5 Quizzes	50
Midterm	30
Final Exam	45
Total	200

Grading Scale

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	186 - 200	C	146 - 153
A-	180 - 185	C-	140 - 145
B+	174 - 179	D+	134 - 139
B	166 - 173	D	126 - 133
B-	160 - 165	D-	120 - 125
C+	154 - 159	E	less than 125

UF Grading Policies: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Course Assignments**Class Participation**

You must participate in all aspects of this course to get full credit. Specifically, participation will be graded on the following criteria:

1. Class attendance
2. Preparation for class
3. Class conduct (e.g., arriving on time, contributing to class discussions, no disruptive behavior, and no irrelevant activity: e.g., sleeping, reading, texting, surfing).
4. Completion of in-class exercises.

Exams and Quizzes

This course has a midterm, six quizzes, and a comprehensive final exam. The quizzes will help you keep up with the readings, and the exams will help you review topics covered throughout the semester and test your ability to integrate those concepts. You will be able to drop the lowest grade; five quizzes count toward the final grade. The exam will not focus on specific facts and figures covered throughout the semester, but will ask you about the concepts and ideas we've discussed as well as ask you to apply the information to over-arching ideas and realistic situations.

Assignments

You will be responsible for four assignments that will facilitate your learning of the concepts, skills, and strategies. Assignments are worth 30% of your grade. Instructors will provide specific details for each assignment. All written assignments will be submitted to the Sakai website and be subject to Turnitin.

	Assignment Points
1. Your Place	10
2a. News Release Draft	2
Review Draft News Release	2
2b. Final News Release	8
3. Case Study Policy	12
4. Case Study Poster	16
Assignments Total	50

Unless otherwise explained, all assignments should be typed with 12 point font, double-spaced, and submitted through the course website in Sakai (<http://lss.at.ufl.edu>). Remember to put your name on your paper, and when you submit your assignments, you should name the file with your last name and assignment number (e.g., Smith Assign1.doc). Each assignment must be submitted prior to the period it is due. For each unexcused day a paper is late, 5% will be deducted from the score. Grades will be posted on the Sakai Site.

A brief description of each assignment is below. More detail will be given in discussion and on Sakai.

1. **Your Place** – Natural resources provide many benefits to people, from goods and services to spiritual renewal and cognitive enhancement. Return to a special place where you derive a benefit. Describe the place and what gives it meaning to you. Specifically describe the benefits you receive from the area and why you have an attachment to the place.
2. **News Release (2a. Draft and Review and 2b. Final)**– You will write a draft news release (2a), review other students’ draft news releases (2a), and submit a final, well-written, properly formatted news release (2b) featuring a future event that could happen with any of the cases discussed so far. One page.
3. **Case Study Policy**– Select a case study from the list we provide. If you have a preference for another case, you must have that approved. Briefly describe the problem or solutions and how this helps address an international policy. Describe the policy, whether the US is a signatory, and provide at least 2 examples of how the policy is addressed around the world.
4. **Case Study Poster**– Using the same case study, create a poster that explains how this topic affects sustainability. Use subheadings to define a context for understanding this example through the lenses of environment, ethics and justice, economic development, and governance. Demonstrate that you understand these concepts and sustainability.

Quizzes

Quizzes will be available on Sakai for a 24 hr period, from noon to noon, ending just before the Gainesville lecture time. Quizzes will cover the readings and will be open-book. The first quiz will be open for 15 minutes from the time you begin, so it will be best if you have read and are familiar with the material. We may adjust the time as we go. Expect approximately 10 multiple choice questions. There

will be no quiz make-up opportunities. You will be able to drop the lowest score.

Special Notes

1. Individuals who miss classes are expected to make arrangements with the professor(s) teaching that section of the class, your TA, and other students in the class to get lecture materials.
2. Class participation in this course is essential, and relevant opinions are valued no matter what perspective you have. The knowledge and skills you are expected to learn are achieved not simply learned through memorizing class notes. Actively taking part in class activities, asking questions, responding to instructors' questions, participating in class discussions, and generally being present in all your classes will improve your ability to learn the information presented.
3. Turn off cell phones and only use laptops for taking notes. E-mailing, texting, or surfing websites during class is not permitted. Instructors will require all laptops to be closed if students are found misusing laptops during lecture or discussion.
4. Remember, do not plagiarize! Academic honesty dictates that we credit information to the original source through citations or quotes. Copying information or key phrases from other documents (whether they are Web sites, newspaper articles, journal articles, lectures, etc.) without documenting the source is plagiarism and a violation of the Student Honor Code. If documented, it will result in a zero for that assignment and in submission of the evidence to the UF authorities. Please take special caution when using or summarizing other sources to be sure your words are your own. Consult the UF tutorial if you wish to have a better handle on plagiarism:
<http://www.uflib.ufl.edu/msl/07b/students.html>

Other Information

Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. (*Source: 2010-2011 Undergraduate Catalog*)

It is assumed all work will be completed independently. There are no group assignments in this course, but there are in-class group activities.

This policy will be vigorously upheld at all times in this course.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
Counseling Services; Groups and Workshops; Outreach and Consultation
Self-Help Library; Training Programs; Community Provider Database
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

Accepting Diversity

All students have the right to free expression and to study in a supportive atmosphere conducive to academic success. Comments or actions that demean a student for different ideas, customs, habits, or other differences (such as ethnicity, age, or gender) are not helpful nor promote open dialogue.

FOR 3202: Society and Natural Resources
Course Schedule and Readings

Citations refer to the assigned readings for that day and are found in the reading packet.

Dates	Topic
Week 1	
Jan 8	1a: Orientation to Course; Introductions (TS and MM)
Discussion	Where do humans fit in the natural resource profession?
Jan 10	Natural Resource Management Over Time (TS and MM)
	<u>Reading:</u> 1) Tipple and Wellman. <i>Life in the Fishbowl, Journal of Forestry</i> 24-30.
Week 2	
Jan 15	2a: Reindeer Removal, Alaska Case Study (MM)
	<u>Reading:</u> 1) <i>Reindeer Removal Reading, from Ethics of Sustainability Instructor's Guide</i>
Discussion	Reindeer Removal
Jan 17	2b: Thinking in Systems – Guest Speaker Dr. Matt Cohen
	<u>Reading:</u> 1) Marten, G., Brooks, S., Suutair, A. 2005. "Environmental tipping points: A new slant on strategic environmentalism. <i>World Watch</i> 18(6): 10-14.
Week 3	
Jan 22	3a: Attitudes and Values (TS)
	<u>Reading:</u> 1) Manfredo, Vaske, and Decker. <i>Human dimensions of wildlife management. Chapter 2, pages 17-31.</i>
Jan 23-24	Reading Quiz Available on Sakai from noon Jan. 23 to noon Jan. 24.
Discussion	Systems Thinking
Jan 24	3b: Sense of Place (Intro to Assignment 1) (TS)
	<u>Reading:</u> 1) Smith et al., 2011. <i>Place meanings and desired management outcomes. Landscape and Urban Planning, 101: 359-370</i>
Week 4	
Jan 29	Assignment 1 due on Sakai by 5:00 pm 4a: Conflict and Collaboration: The Ocala National Forest Context (TS)
	<u>Reading:</u> 1) Carr, Susan L. 2008. <i>More off-highway vehicle trails are coming to the Forest, but at a cost. Ocala Star-Banner, Sunday April 20, 2008.</i> Glaser, T. 2007 2) Brunson, M. 2002. <i>Experiences in ecosystem management: Collaborative stewardship: Views from both sides. Pp. 240-244. In: Ecosystem Management. Washington D.C.: Island Press.</i>

- Discussion Nominal Group Technique (TS)
Reading:
1) Clark J. and T. Stein. 2004. *Applying the Nominal Group Technique to Recreation Planning on Public Natural Areas*. *Journal of Park and Recreation Administration*, 22(1): 1-22.
- Jan. 31 4b: Understanding Conflict (TS)
Reading:
1) Glaser, T. 2007. *Book Summary of Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher and William Ury.
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Week 5

- Feb 4-5 **Reading Quiz 2**
Available on Sakai from noon Feb. 4 to noon Feb. 5.
- Feb 5 5a: Collaboration (TS)
Reading:
1) Steiner, F. 2008. *Identifying issues and establishing planning goals*. Pp. 27 – 48. In: *The Living Landscape*. Washington D.C.: Island Press.
- Discussion News Release (**Intro Assign 2**)
Reading:
1) Telg, R. *Developing Effective Media Relations for Your County Program*, EDIS AEC 339, <http://edis.ifas.ufl.edu/pdf/FILES/WC/WC02000.pdf>
- Feb 7 5b: Fisheries Management with a Human Dimensions Twist – Guest Speaker Dr. Kai Lorenzen
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Week 6

- Feb 12 6a: Diffusion of Innovation and Theory of Planned Behavior (MM)
Reading:
1) Muth, R. M. and Hendee, J. C. 1980. "Technology transfer and human behavior," *Journal of Forestry*. 78(3): 141-144.
- Discussion Review News Releases
Assignment 2a Due: News Release - Draft (Submit TWO copies)
- Feb 14 6b: Fire Wise: Intro to Issue and Communication/Information Strategies (MM)
Reading:
1) Randall, Hermansen-Baez, Acomb: *Fire in the Wildland-Urban Interface: Reducing Wildfire Risk while Achieving Other Landscaping Goals*, Circ 1478: <http://edis.ifas.ufl.edu/pdf/FILES/FR/FR16200.pdf>.
2) Shands, W.E. 1991. *Problems and prospects at the urban-forest interface*. *Journal of Forestry*. 89(6): 23-26.
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Week 7

- Feb 19 **Assignment 2 due**
7a: Communication about fire: Audience Assessment (MM)
Reading:
1) Jacobson, S. K., M. C. Monroe, and S. Marynowski. 2001. *Fire at the Wildland Interface: The influence of experience and mass media on public knowledge, attitudes, and behavioral intentions*. *Wildlife Society Bulletin*. 29(3): 929-937.

Discussion Critique of brochures
Reading:
1) Monroe, M. C. and K. C. Nelson. 2004. *The value of assessing public perceptions: Wildland fire and defensible space. Applied Env. Ed. and Communication.* 3:109-117.

Feb 20-21 **Reading Quiz 3**
Available on Sakai from noon Feb. 20 to noon Feb. 21

Feb 21 7b: Social Marketing to change behavior (MM)
Reading:
1) McKenzie-Mohr, *Quick Reference: Community-Based Social Marketing Handout.*

Week 8

Feb 26 8a. Communication Challenges (MM)
Reading:
1) Monroe. *Addressing misconceptions about wildland-urban interface issues. Florida Cooperative Extension Service Fact Sheet, FOR 108. University of Florida*
<http://edis.ifas.ufl.edu/pdf/FR/FR15500.pdf>

Discussion Review for Midterm

Feb 28 8b: **Midterm**

March 4, 6 **No Classes - Spring Break**

Week 9

March 12 An international Issue with local and national solutions (MM and TS)
Why don't we agree about climate?

Reading:
1) Weber, E. U. and Stern, P. C. 2011. *Public understanding of climate change in the United States. American Psychologist, 66(4): 315-328*

Discussion What are scientists trying to say about climate?

Reading
1) *Climate change: Evidence, Impacts and Choices: Answers to common questions about the science of climate change. National Research Council*
http://nas-sites.org/americasclimatechoices/files/2012/06/19014_cvtx_R1.pdf

March 14 NR Issues in Developing Nations – A historic look at India's Kumaon Highlands (MM or TS)

Week 10

March 19 10a: International Policies to Address multinational issues (MM)

Reading:
1) Steiner, Andrej, Henrieta Martonakova & Zuzana Guziova. 2003. *Environmental Governance Sourcebook: Challenges, Laws, Instruments. UNDP: Bratislava, Slovak Republic.* pgs 15-18 and 85-99.

Discussion Intro to Assignments 4 and 5 and Discuss Land Tenure, Power, and Policy

March 21 10b: Governance and Ethics (TS)

Reading:
1) Dietz, T. Ostrom, E., and Stern, P. C. 2003. "The struggle to govern the commons" *Science, 302(5652): 1907-1912.*

Week 11

- March 26 11a: Another international issue with local implications: Woody Biomass: Context (MM)
Reading:
1) Monroe and Plate, 2007. *Common concerns, Wood to Energy Project.*
<http://edis.ifas.ufl.edu/pdf/FR/FR18600.pdf>
2) Langholtz, M., D. R. Carter, and R. Schroeder. 2007. *Wood to Energy: Community Economic Profile: Florida.* <http://edis.ifas.ufl.edu/fr218>
- Discussion Supply of Biomass Demonstration and Discussion
- March **Reading Quiz 4**
27-28 Available on Sakai from noon March 27 to noon March 28
- March 28 11b: Woody Biomass: Outreach for Public Participation (MM)
Reading:
1) Kaplan S and Kaplan R, 2009. *Creating a larger role for environmental psychology: The Reasonable Person Model as an integrative framework. J of Envir Psychology.* 29: 329-339.
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Week 12

- April 2 12a: The Maya Biosphere Reserve and El Mirador proposal --reality (TS)
Reading:
1) Radachowsky, et al., 2011. *Forest concessions in the Maya Biosphere Reserve, Guatemala: A decade later. Forest Ecology and Management*
2) Finger-Stitch, A. 2003. *Community Concessions and Certification in the Maya Biosphere Reserve. In: Social and Political Dimensions of Forest Certification*
- Discussion Stakeholder Interests and Positions
- April 3-4 **Reading Quiz 5**
Available on Sakai from noon April 3 to noon April 4
- April 4 12b: Multi-Stakeholder Processes and case study review (TS)
Reading:
1) Hemmati, M. 2001. *Multi-Stakeholder Processes: A methodological framework. UNED Forum Report. Pages 1-28*
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Week 13

- April 9 **Assignment 4 Due: Case Study Policy**
13a: Introduction to Sustainability (TS)
Reading:
1) Beddoe, R., R. Costanza, et al. 2009. *Overcoming systemic roadblocks to sustainability: The evolutionary redesign of worldviews, institutions, and technologies. PNAS.* 106 (8): 2483-2489
- Discussion What makes a good poster? (**Intro Assign 5**)
- April 11 13b: Sustainability and Natural Resource Management. (TS)
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Week 14

- April 16 14a: Ecological Economics (TS)
Reading:
1) Daly, H. 2008. *Economics blind spot is a disaster for the planet. New Scientist* 2648: 46-7.
- Discussion Case Comparison About Sustainability/Practice for Poster Assignment
- April 17- **Reading Quiz 6**
18 Available on Sakai from noon April 17 to noon April 18
- April 18 14b: Ecological Economics Continued (TS)

Week 15

April 23 15a: Course Summary, Wrap Up, Evaluations (MM)

Discussion **Assignment 5 Due: Poster on Your Case**

May 2

Thursday Final Exam

12:30 –

2:30
